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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on working with vocational advisory committees contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. Subjects covered in the lesson plans are types and functions of advisory committees, criteria for selecting members, and qualities of effective committees. The lesson plans include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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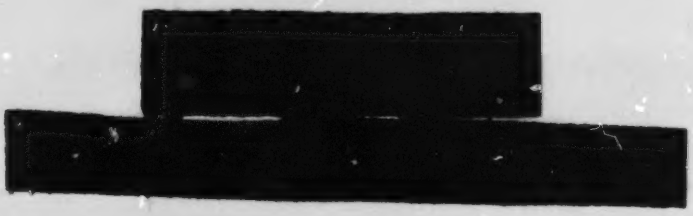
WORKING WITH VOCATIONAL ADVISORY COMMITTEES



DEVELOPED BY

WILLIAM JAGGERS

MARCH, 1981

Comprehensive Vocational Teacher Education Program
for the Mississippi ARC Region

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of the project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is developed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instructional sheet and transparency before attempting to use them. Since each lessson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teacher aids, instructional sheets, transparencies and evaluation instruments:
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.).
   b. Lesson plans are designated by capital letters (A, B, C, etc.).
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(A1)

d. Instructional sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instructional sheet for the first lesson in unit IIA would be IIA-A-(I2)

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIA would be coded IIA-B-(T3)

f. Evaluation instruments are designated by an E and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

TABLE OF CONTENTS

Foreword iii

How To Use This Instructional Unit v

Unit Plan VIC - Working with Vocational Education Advisory Committees 1

Transparency VIC-(T1) - Vocational Education Advisory Council . . 6

Transparency VIC-(T2) - Expertise 7

Transparency VIC-(T3) - Bonafide, Reimbursable Program 8

Lesson Plan VIC-A - Types of Advisory Committees and Their Functions 9

Transparency VIC-A-(T1) - Advisory Councils 13

Transparency VIC-A-(T2) - General Vocational Education Advisory Committees 14

Transparency VIC-A-(T3) - Functions of Advisory Committees . . . 15

Transparency VIC-A-(T4) - Craft and Advisory Committees 16

Lesson Plan VIC-B - Establishing and Organizing Advisory Committees 17

Transparency VIC-B-(T1) - Criteria for Selecting Council Members 21

Transparency VIC-B-(T2) - Minimum Contents of By-Laws 22

Instructional Sheet VIC-B-(I1) - Letter of Invitation 23

Instructional Sheet VIC-B-(I2) - Letter of Appointment 24

Instructional Sheet VIC-B-(I3) - Statement of Purpose 25

Instructional Sheet VIC-B-(I4) - By-Laws 27

Lesson Plan VIC-C - The Care and Feeding of Advisory Councils 30

Transparency VIC-C-(T1) - Typical Work Program 37

Transparency VIC-C-(T2) - Qualities of a Good Leader 38

Transparency VIC-C-(T3) - Effective Indicators 39

Transparency VIC-C-(T4) - Rewarding Council Members 40

Transparency VIC-C-(T5) - Some "DO's" in Working with Advisory Councils 41

Transparency VIC-C-(T6) - Some "DON'Ts" in Working with Advisory Councils 42

Transparency VIC-C-(T7) - "Wise Owl" 43

Transparency VIC-C-(T8) - Public Pulse 44

Transparency VIC-C-(T9) - Feedback 45

Transparency VIC-C-(T10) - Balanced Program 46

Instructional Sheet VIC-C-(I1) - Sample Work Program 47

Instructional Sheet VIC-C-(I2) - Sample Agenda (1st meeting) . . 50

Instructional Sheet VIC-C-(I3) - Sample Agenda 51

Instructional Sheet VIC-C-(I4) - Sample Minutes 52

Evaluation VIC-C-(E1) - Test 54

Appendix - The Care and Feeding of Advisory Committees 55

UNIT PLAN

UNIT TITLE: Working with Vocational Education Advisory Committees

PREPARED BY: William Jaggers DATE: June 1980

I. INTRODUCTION:

(Transparency VIC-(T1))

The use of advisory committees as a direct communication link between vocational-technical schools and business and industry began at the start of this century. As technological change placed more pressure on the schools to develop new methods of preparing students for useful and productive citizenship, the maintenance of direct communication links between the schools and business and industry became even more widespread. (Transparency VIC-(T2)) Because of the current high state of technology, expertise in many areas is required to plan and relate instructional programs to the real needs of the community. Today, federal vocational education regulations mandate the use of advisory committees as a condition to funding to such an extent that (Transparency VIC-(T3)) <u>if you are not using advisory committees in connection with a vocational education program, you have no right to claim it as a bonafide, reimbursable justified program</u>.

The purpose of this unit is to acquaint vocational teachers with the organization, roles, and functions of advisory committees and how to work with them in planning and implementing effective vocational programs to meet the needs of society and the economy. (Introduction of Lesson A)

II. UNIT OUTLINE:

A. Types of Advisory Committees and Their Functions

1. National Advisory Council on Vocational Education
2. State Advisory Council
3. Local (General) Advisory Councils
4. Craft (Occupational) Advisory Committees
5. Other Advisory Committees

B. Establishing and Organizing Advisory Committees

1. Size and composition of committees
2. Selection of committee members
3. Appointment of committee members
4. Committee organization
5. Committee rules and regulations

C. Effective Use of Advisory Committees

1. Develop an advisory committee work program
2. Plan committee meetings
3. Conduct committee meetings
4. Set leadership examples for committees
5. Evaluate committee performance
6. Reward committee members
7. Some do's and don'ts in working with advisory committees

III. STUDENT PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

A. Identify the types, roles, and function of advisory committees.

B. Organize and establish an advisory committee.

C. Develop the rules, goals, objectives, and agendas required for effective operation of an advisory committee.

D. Make effective use of advisory committees in planning and managing vocational education programs.

IV. STUDENT LEARNING ACTIVITIES

Listen to teacher presentations

Participate in class discussion

Examine information sheets and audio-visual materials

Teacher examination of students by oral and written questions

RESOURCES REQUIRED

*Film: Do We Really Care

Transparencies:

VIC-(T1) Advisory Councils Support

VIC-(T2) Expertise

VIC-(T3) Bonafide, Reimbursable Program

VIC-A-(T1) Advisory Committee Composition

VIC-A-(T2) General Vocational Education Advisory Council

VIC-A-(T3) Function of Advisory Committees

VIC-A-(T4) Craft Advisory Committees

VIC-B-(T1) Criteria for Selecting Committee Members

VIC-B-(T2) Minimum Contents of By-Laws

VIC-C-(T1) Typical Program of Work

VIC-C-(T2) Qualities of a Good Leader

VIC-C-(T3) Effective Indicators

VIC-C-(T4) Rewarding Committee Members

VIC-C-(T5) Some "DOs" in Working with Advisory Committees

VIC-C-(T6) Some "DON'Ts" in Working with Advisory Committees

*Film can be obtained from Industrial Education Department, MSU

VIC-C-(T7) Wise Owl

VIC-C-(T8) Public Pulse

VIC-C-(T9) Feedback

VIC-C-(T10)Balanced Program

VIC-C-(T3)

Instruction Sheets:

VIC-B-(I1) Sample Letter of Instruction

VIC-B-(I2) Sample Letter of Appointment

VIC-B-(I3) Sample Statement of Purpose

VIC-B-(I4) Sample By-Laws

VIC-C-(I1) Sample Work Program

VIC-C-(I2) Sample Agenda (1st meeting)

VIC-C-(I3) Sample Agenda

VIC-C-(I4) Sample Minutes

Evaluation Instrument: VIC-C-(E1)

Teaching Aid: VIC-(A1) "Care and Feeding of Advisory Committees"

V. STUDENT EVALUATION

A. Oral questions in class, evaluated by the teacher.

B. Teacher evaluation of class discussion.

C. Written post-test.

VI. RESOURCE MATERIALS

Cochran, Leslie H., Phelps, L. Allen, and Cochran, Linda Letwin. Advisory Committees in Action: An Educational/Occupational/ Community Partnership. Boston: Allyn and Bacon, Inc. 1980.

Cochran, Leslie H., Phelps, L. Allen, and Sukpin, Joseph F. Vocational Education Advisory Committees: A Guide for the Effective Utilization of Advisory Committees. Lansing, Mich.: Michigan Department of Education, 1974.

King, Sam W. Organization and Effective Use of Advisory Committees. U.S. Government Printing Office, Washington, D.C. 1960.

Motor Vehicle Manufacturers Association/American Vocational Association Planning Council, Standards for Vocational Automotive Service Instruction. Detroit, Mich.: 1979, 5-10.

Riendeau, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: Gregg Division/ McGraw Hill Book Co., 1977.

The Center for Vocational Education Organize and Work with a Local Vocational Education Advisory Council. (Leadership and Training Series 58B-1). Columbus Ohio: Ohio State University, 1980.

U.S. Congress Vocational Education Amendments of 1976. Public Law 94-482, 94th Congress, 1976.

VOCATIONAL EDUCATION
ADVISORY COUNCIL

EXPERTISE IN MANY AREAS IS REQUIRED TO PLAN AND RELATE INSTRUCTIONAL PROGRAMS TO THE REAL NEEDS OF THE COMMUNITY.

IF YOU ARE NOT USING AN

ADVISORY COMMITTEE IN CONNECTION

WITH YOUR PROGRAM, YOU HAVE NO RIGHT

TO CLAIM IT AS

A TRUE, BONAFIDE, REIMBURSABLE PROGRAM

8

VIC-(T3)

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

UNIT VIC

LESSON A

UNIT TITLE: Vocational Education Advisory Committees

LESSON SUBJECT: Types of Advisory Committees and Their Functions

OBJECTIVES: Upon completion of this lesson student will be able to:

A. Identify the different types of vocational education advisory committees.

B. Define the roles and functions of vocational education advisory committees.

TEACHING AIDS: Filmstrip and Tape: Do We Really Care (optional)

Transparencies:

VIC-A-(T1) Advisory Committees

VIC-A-(T2) General Vocational Education Advisory Committees

VIC-A-(T3) Functions of Advisory Committees

VIC-A-(T4) Craft Advisory Committees

MATERIALS/EQUIPMENT: Overhead projector and screen

Filmstrip projector and tape recorder (optional)

REFERENCES:

King, Sam W. Organization and Effective Use of Advisory Committees. Washington, D.C. U.S. Government Printing Office, 1960.

Riendeav, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: Gregg Division/McGraw Hill Book Co., 1977.

U.S. Congress. Vocational Education Amendments of 1976. Public Law 94-482.

I. INTRODUCTION (Preparation of the Learner)

An advisory committee, as related to vocational education, may be defined as a formally organized group of persons (Transparency VIC-A-(T4)) from outside the education profession who have been chosen to advise educators regarding an educational program. Federal law identifies several types of advisory committees (called councils in the law) and requires that vocational education advisory committees function at national, state, and local level.

(Optional Activity - Show filmstrip "Do We Really Care")

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructors To Do And Say
A. National Advisory Council on Vocational Education	1. Required by Vocational Education Act of 1963 as amended. 2. Consists of 21 members broadly representative of education, business, industry, minority groups, parents, the general public, etc. 3. A majority of the members must be non-educators. 4. Members are appointed by the President for 3-year terms. 5. Major functions are: a. Advise the President, Congress, Secretary of Education and Commissioner of Education on preparation of vocational education programs funded by PL 84-482. b. Review the administration and operation of vocational education programs funded by PL 94-482. c. Identifies vocational education and employment and training needs of the nation. d. Evaluates federally-funded vocational education programs.

B. State Vocational Education Advisory Council

1. Required by PL 94-482.
2. Membership is broadly representative of education, business, industry, labor, minority groups, etc.
3. Members appointed by the Governor.
4. Major functions are to:
   a. Advise the Governor, State legislature and the State Board of Education on development of state five-year and annual plans and accountability reports
   b. Evaluate vocational education programs, services, and activities
   c. Identify vocational, employment and training needs of the state

C. Local (General) Vocational Education Advisory Council

Transparency VIC-A-(T2)

Transparency VIC-A-(T3)

1. Required by PL 94-482.
2. Composed of lay persons who are broadly representative of the community.
3. Members appointed by superintendent or school board.
4. Advises or assists school administrators on general policies, relative to:
   a. Assessing occupational needs of the community
   b. Curriculum development
   c. Recruiting students
   d. Planning equipment and facilities
   e. Recommending instructors
   f. Identifying community resources
   g. Placing students
   n. Placing cooperative and work experience programs
   i. Evaluating programs
   j. Fostering community public relations

D. Craft Advisory Committee

1. Not required by law but existance and use of encouraged by Final Regulations, PL 94-482, Education Amendment of 1976.
2. Membership composed of representatives of a specific trade, craft or occupation.
3. Appointed by superintendent or school board.
4. Advises school administrators and teachers on instructional programs for specific trades, crafts, or industries on the following:
   a. the specific skills and technical and related information for an instructional program
   b. selecting instructors
   c. recruiting students

d. public relations
e. assistance to teachers
f. placement of students
g. use of community resources
h. program evaluation
i. changes in and needs of labor market
j. shop layout and type of equipment needed for instruction
k. legislative input

E. Other Committees

1. Joint Apprenticeship Committees (usually organized by Bureau of Apprenticeship and Training, U.S. Department of Labor)
2. Practical Nurse Education
3. Part-time Cooperative Training
4. Special committees (usually organized to advise the administrator on a particular problem)

III. APPLICATION (Drill, illustration, participation in discussion, assignments, note-taking, etc.)

Steps II and III are combined.

Through question and answer and discussion techniques, the instructor has students identify appropriate roles and functions for advisory committees.

IV. EVALUATION (Verification of students' comprehension of material presented)

Questions asked orally in class with students' answers being evaluated by the instructor.

V. SUMMARY (Re-emphasize important points. The summary may be given at any place in the lesson the instructor feels will be profitable to the student.)

Point 1 - Advisory committees are required by law and regulation.

Point 2 - There are basically two types of advisory committees:

a. General advisory committees.
b. Craft or occupational advisory committees.

Point 3 - Advisory committees assist vocational teachers and administrators in a variety of ways.

LABOR
PROFESSIONAL
INDUSTRIALIST
ADVISORY COUNCIL
EDUCATOR
LEADERS
EMPLOYMENT SERVICE

GENERAL VOCATIONAL EDUCATION

ADVISORY COMMITTEE

A committee composed of lay citizens, duly authorized and appointed by the local school board and assisted by designated members of the school's staff and board. This committee is created to advise the school adminstration and board on matters associated with the overall vocational education program of a particular school or schools within a division or an area vocational center.

FUNCTIONS OF ADVISORY COMMITTEES

1. ASSESSING OCCUPATIONAL NEEDS OF THE COMMUNITY
2. ASSISTING IN CURRICULUM DEVELOPMENT
3. RECRUITING STUDENTS
4. PLANNING EQUIPMENT AND FACILITIES
5. RECOMMENDING INSTRUCTORS
6. IDENTIFYING COMMUNITY RESOURCES
7. PLACING STUDENTS
8. PLACING COOPERATIVE AND WORK EXPERIENCE PROGRAMS
9. EVALUATING PROGRAMS
10. FOSTERING COMMUNITY PUBLIC RELATIONS

CRAFT ADVISORY COMMITTEE

A committee of lay citizens, specialists in a business, trade , or craft, duly authorized and appointed by the local school board and assisted by designated members of the school's staff. This committee is created to provide advice to the adminstration and board for the implementation, operation, or improvement of specific vocational course offerings within a school, school division, or area vocational education center.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

UNIT VIC

LESSON B

UNIT TITLE: Working with Vocational Education Advisory Committees

LESSON SUBJECT: Establishing and Organizing Advisory Committees

OBJECTIVES: Upon completion of this lesson the student will be able to:

A. Select appropriate individuals for membership on advisory committees.

B. Organize an adivsory council for effective operations.

TEACHING AIDS:

A. Transparencies:

VIC-B-(T1) Criteria for Selecting Council Members

VIC-B-(T2) Minimum Contents of By-Laws

B. Instruction Sheets:

VIC-B-(I1) Letter of Invitation

VIC-B-(I2) Letter of Appointment

VIC-B-(I3) Statement of Purpose

VIC-B-(I4) By-Laws

MATERIALS/EQUIPMENT: Overhead Projector and Screen

REFERENCES:

Cochran, Leslie H., Phelps, L. Allen, and Sukpin, Joseph F. Vocational Education Advisory Committees: A Guide for the Effective Utilization of Advisory Committees, Lansing, Mich: Michigan Department of Education, 1974.

King, Sam W. Organization and Effective Use of Advisory Committees, U.S. Goverment Printing Office, Washington, D.C., 1960.

Riendeau, Albert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation, New York: Gregg Division/McGraw Hill Book Co., 1977.

The Center for Vocational Education, Organize and Work With A Local Vocational Education Advisory Council, Columbus, Ohio: Ohio State University, 1977.

I. INTRODUCTION

During the preceding lesson, the specific purposes and functions of the different types of advisory councils were discussed. If advisory councils are to perform this function effectively, they must be carefully established and organized.

The purpose of this lesson is to suggest some guiding principles for establishing and organizing a committee. It should be remembered that the guiding prinicples which were discussed are not hard and fast rules to be followed, but rather, are suggested methods which experience has proved effective. Also, from this point forward discussion will be concentrated largely on local advisory and craft councils as these are the organizations you must deal with directly.

II. LEARNING ACTIVITIES (Presentation of Information)

A. Size of Committees

1. NO specific number of members required.
2. Since general advisory committees must be broadly representative of the community, from 15 to 30 members may be required.
3. Craft committees can function effectively with 5 to 7 members.

B. Selection of Council Committee Members

1. Selection Procedures

1. Prospective general advisory council members should be recommended by the vocational center director.
2. Prospective craft committee members should be recommended by the vocational center director and/or the appropriate vocational teacher(s).

3. Final selections made by superintendent or school board in case of secondary center, president in case of post-secondary center. Members representing groups nominated by groups.

Instruction Sheet VIC-B-(I1)

4. Prospective member should be invited to serve.

2. Criteria for Membership

Transparency VIC-B-(T1)

1. Be competent to serve on committees.
2. Be interested in furthering the purposes of vocational education.
3. Have time to serve.
4. Be of good character (have good work habits, accept family and civic responsibilities, be respected by colleagues and community, etc.).

C. Appointment of Members

Instruction Sheet VIC-B-(I2)

1. Appointment should be made by official having legal authority to make such appointment, such as a school board, superintendent or junior college president.
2. Appointment should be in writing.

D. Committee Organization

1. Each committee should, as a minimum, have a chairperson and a secretary.
2. A school representative should be assigned to work with each committee.
3. A system of rotating members on and off committees should be established.

E. Committee Rules/Regulations

1. Rules or regulations for committee operations should be established.
2. Rules or regulations may take the form of a constitution, by-laws, a statement of policies and regulations, or a members' handbook.

Transparency VIC-B-(T2)

Instruction Sheet VIC-B-(I3)

Instruction Sheet VIC-B-(I4)

3. As a minimum, rules/regulations should cover:
   a. objectives/purposes of the committee
   b. functions of the committee
   c. method of selecting members
   d. length of committee membership term and a plan for rotation membership
   e. officers and their responsibilities
   f. frequency of meeting
   g. meeting agenda
   h. provision for keeping minutes

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignment, note-taking, etc.)

Steps II and III are combined.

IV. EVALUATION (Verification of students comprehensive of material presented)

A. Questions asked orally in class with students' answers being evaluated by the instructor.

B. A written post-test at the end of the unit.

V. SUMMARY (Re-emphasize important points. This summary may be given at any place in the lesson that the teacher feels will be profitable to the student)

Point 1 - Committees do not have to be of any specific size. However, general advisory committees must be representative of a cross-section of the community served.

Point 2 - Members of advisory committees should be appointed by some official body (school board) or individual (school superintendent of junior college president) who has authority to make such appointments.

Point 3 - Committees should be formally organized with officers, meeting schedules, agendas, minutes, etc.

Point 4 - Rules or regulations which define the objectives, functions, operating procedures, etc. of the committee should be established.

CRITERIA FOR SELECTING ADVISORY COMMITTEE MEMBERS

COMPETENCE

INTEREST

ADEQUATE TIME

CHARACTER

MINIMUM CONTENTS OF BY-LAWS

FOR AN ADVISORY COMMITTEE

ARTICLE	I	NAME OF COMMITTEE
ARTICLE	II	PURPOSE
ARTICLE	III	MEMBERSHIP
ARTICLE	IV	TERM OF MEMBERSHIP
ARTICLE	V	ATTENDANCE
ARTICLE	VI	OFFICERS AND RESPONSIBILITIES
ARTICLE	VII	FREQUENCY OF MEETINGS
ARTICLE	VIII	AGENDA
ARTICLE	IX	BY-LAWS AMENDMENTS

May 11, 1981

Mrs. Joan Worthy
Vice-President for Bank Marketing
Mid-City Bank
300 Main Street
Ourtown, Mississippi

Dear Mrs. Worthy:

Because of your experience in the banking industry and demonstrated support for vocational education, the Board of Trustees of Ourtown Municipal Separate School Disrict would like to invite you to serve as a citizen member of the General Vocational Education Advisory Council of Ourtown Vocational-Technical Center. We believe that not only will our schoool profit from your guidance, but that you would also be rendering a service to the industry and to your community.

The General Vocational Education Advisory Coucil is composed of some of the outstanding business and civic leaders of the community. It is directed toward achieving the close cooperation between business, industry, and the school system that is essential to providing quality vocational training programs for the youth and adults of our community.

Realizing that you and other members of the council have busy schedules, we plan to schedule only three to four group meetings during the school year. The first meeting of the next school year will be held at the Ourtown Vocational-Technical Center on September 10, 1981 at 7 p.m. The dates of other meetings will be decided at that time.

I would appreciate it if you would give this invitation your consideration and let me know your decision within the next few days. You may do this by signing and returning the enclosed self-addressed card or calling me at 415-8100.

Very sincerely yours,

Richard Smith
President, Board of Trustees

RS/tm

July 10, 1980

Mr. Joseph Ledbetter
Production Supervisor
Best Tools and Dies, Inc.
Huble City, Mississippi

Dear Mr. Ledbetter:

It is a pleasure for me to inform you of your appointment to the Machine Shop Occupational Advisory Committee, Horizon Junior College. The appointment, which is for a term of three years, becomes effective on September 1, 1980.

The objective of the Machine Shop Occupational Advisory Committee is to improve and expand opportunities in vocational education for those students seeking careers in the Machine Shop industry. Your extensive background and experience in this industry, coupled with your demonstrated interest in vocational education qualify you as a most valuable member of this committee.

The next scheduled meeting of the Machine Shop Occupational Committee is scheduled for September 10, 1980 at 7 p.m. in Building 100 on the Horizon Junior College campus. A copy of the agenda for this meeting is enclosed.

We hope that you can attend this first meeting of the new school year. If you cannot, please let us know as soon as possible.

Should you have any questions about the appointment, please do not hesitate to call me at 586-9000.

Sincerely,

Joseph Martin
President

JM/tm

Enclosure

STATEMENT OF PURPOSE

The board of trustees of _____

on this the _____ day of _____, 19____ authorizes the establishment of a continuing committee known as the "General Vocational Education Advisory Council".

The purpose of the General Vocational Education Advisory Council is to serve as a link between the school system and the community by providing advice and assistance to the board on matters relating to vocational education.

The General Vocational Education Advisory Council is not to be regarded as a substitute for any other form of participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The General Vocational Education Advisory Council serves at the pleasure of the board of trustees and may be dissolved by the board at any time for any reason.

The General Vocational Education Advisory Council is to be organized and operated under procedures approved by this board.

The General Vocational Education Advisory Council is expected to contribute to the vocational edcucation program provided by the school system by performing such functions as:

1. Assessing the occupational needs of the community as related to vocational education.
2. Advising on curriculum/program content and development.
3. Assisting in planning equipment and facilities.
4. Assisting in finding worksites for cooperative students and full-

time placement of program graduates.

5. Assisting in the identification of community resources to support instructional programs.
6. Fostering good public relations between the school and the community.
7. Assisting in the determining of minimum competencies for instructional staff.
8. Reviewing and evaluating program effectiveness.

By authorizing the establishment of the General Vocational Education Advisory Council, the board of trustees pledges cooperation in the committee's work.

_____
President of the Board of Trustees

_____
District Superintendent of Education

_____
Director of Vocational Education

BY-LAWS
FOR
THE GENERAL ADVISORY COUNCIL
FOR
VOCATIONAL EDUCATION
OF THE
GREENFIELD COUNTY VOCATIONAL-TECHNICAL CENTER

ARTICLE I - NAME

The name of this committee shall be: The General Advisory Council for the Greenfield County Vocational-Technical Center.

ARTICLE II - PURPOSE

The purpose of this committee is to provide a link between the center and the community. The committee's function is to advise the Center Director on all matters pertaining to the development and improvement of the vocational-technical program as it relates to secondary school students and adults of the community.

ARTICLE III - MEMBERSHIP

The committee shall consist of 12 members, appointed by the Greenfield County Superintendent of Education on the recommendation of Greenfield County Vocational-Technical Center Director. The Director of the Greenfield County Vocational-Technical Center shall be an ex officio member of the committee.

ARTICLE IV - TERM OF MEMBERSHIP

THe term of membership shall be for three years except, that at the time of initial formation of the committee, a rotation shall be in effect whereby one-third of the membership will expire each year so that four members will serve a one-year period; four members will serve a two-year period; and four members will serve a three-year period. After the end of the third year,

members will serve three-year terms. The membership year shall be September 1 through August 31 of each year.

ARTICLE V - OFFICERS AND RESPONSIBILITIES

The officers of the committee shall consist of a chairperson and a vice-chairperson who shall be elected for one-year terms by the members of the committee at the first meeting in September of each year. A school representative designated by the Center Director will act as executive secretary of the committee.

1. The Chairperson shall:
   a. Schedule meetings
   b. Preside over meetings
   c. Appoint all necessary subcommittees.
2. The Vice-Chairperson shall perform the responsibilities of the Chairperson in the latter's absence.
3. The Executive Secretary
   a. Shall keep accurate minutes of all meetings of the committee.
   b. Conduct the official correspondence of the committee.
   c. Prepare, distribute, and maintain announcements of meetings, the agenda, and other records of committee procedures.
   d. The Executive Secretary shall have no voting rights or privileges.

ARTICLE VI - MEETINGS

Committee meetings will not be regularly scheduled except for the first meeting of the year, which will be in September. All other meetings will be called by the Chairperson as requested by the Center Director. Written notices of all called meetings shall be mailed to all members of the Committee at least 15 days before each meeting.

ARTICLE VII - AGENDA

The Chairperson and the Center Director shall develop an agenda for each meeting. A copy of the agenda small be mailed to all members along with the notice calling the meeting.

ARTICLE VIII - QUORUM

A quorum shall consist of a majority vote of the total membership. The concurrence of seven members of the committee shall be necessary to the validity of any of its Acts.

ARTICLE IX - ATTENDANCE

Failure, by any members, to attend three consecutive meetings shall be interpreted as a resignation. However, in cases of extenuating circumstances, such members shall have the privilege of requesting the committee to waive this requirement.

ARTICLE X - VACANCIES

Vacancies occuring during incomplete terms shall be filled by the appointing power in the same manner as prescribed in ARTICLE III.

ARTICLE XI - AMENDMENTS

These by-laws may be amended by a two-thirds majority vote of the total committee membership at any regular or properly called committee meeting.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

UNIT VIC

LESSON C

UNIT TITLE: Working with Vocational Education Advisory Councils

LESSON SUBJECT: The Care and Feeding of Advisory Councils

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Develop an advisory council work program

B. Plan and conduct advisory council meetings

C. Provide leadership for advisory councils

D. Evaluate advisory council performance

TEACHING AIDS:

A. Transparencies:

VIC-C-(T1)	Typical Work Program
VIC-C-(T2)	Qualities of a Good Leader
VIC-C-(T3)	Effective Indicators
VIC-C-(T4)	Rewarding Council Members
VIC-C-(T5)	Some "DOs" in Working with Advisory Councils
VIC-C-(T6)	Some "DON'Ts" in Working with Advisory Councils
VIC-C-(T7)	"Wise Owl"
VIC-C-(T8)	Public Pulse
VIC-C-(T9)	Feedback
VIC-C-(T10)	Balanced Program
VIC-A-(T3)	Bonafide, Reimbursable Program

B. Instruction Sheets:

VIC-C-(I1) Sample Work Program

VIC-C-(I2) Sample Agenda (1st meeting)

VIC-C-(I3) Sample Agenda

VIC-C-(I4) Sample Minutes

C. Evaluation Instrument: VIC-C-(E1)

MATERIALS/EQUIPMENT: Overhead Projector and Screen

REFERENCES:

Cochran, Leslie H., Phelps, L. Allen, and Cochran, Linda Letwin. Advisory Committees in Action: An Education/Occupation/Community Partnership. Boston: Allyn and Bacon, Inc., 1980.

Cochran, Leslie H., Phelps, L. Allen, and Sukpin, Joseph F. Vocational Education Advisory Committees: A Guide for the Effective Utilization of Advisory Committees. Lansing, Mich: Michigan Department of Education, 1974.

King, Sam W. Organization and Effective Use of Advisory Committees. U.S. Government Printing Office, Washington D.C., 1960.

Riendeau, Alvert J. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: Gregg Division/McGraw Hill Book Co., 1977.

I. INTRODUCTION

Now that we are familiar with the different types of advisory committees and know how to get a committee established and organized, let us consider how we as vocational teachers and administrators can get the most effective use out of advisory committees or, to put it another way, let us consider some things appropriate to the care and feeding of advisory councils. I do not mean care and feeding in the literal sense - even though a committee may sometimes be provided refreshments or a meal;

I mean providing an advisory council with the leadership and information necessary for it to function effectively.

II. LEARNING ACTIVITIES (Presentation of Information)	
A. Develop an Advisory Council Work Program Transparency VIC-C-(T1) Instruction Sheet VIC-C-(I1)	1. Work program establishes objectives, priorities, and schedule. 2. Typical work program consists of 6 phases: a. Awareness Phase - committee becomes aware of its purpose and direction. b. Identification Phase - identifies goals and problem areas. c. Assessment Phase - assesses need of community and school. d. Priorities Phase - establish priorities for meeting needs - solving problems. e. Program of Work Phase - structures committee efforts with respect to time, resources, activities, scope, purpose, etc. f. Report Phase - summarizes activity, makes recommendations.
B. Plan Committee Meetings Instruction Sheet VIC-C-(I2) Instruction Sheet VIC-C-(I3)	1. Develop meeting agenda. 2. Schedule meeting at a time and place convenient to members. 3. Notify members in writing of meeting, date, time, place, and agenda. 4. Send invitations to guests as appropriate. 5. Reserve meeting room. 6. Secure or develop and reproduce any printed material to be distributed to members. 7. Arrange for any audiovisuals or other equipment, aids, etc. which are needed. 8. Call members a few days before the meeting and remind them of the meeting.
C. Conducting Committee Meetings	1. Immediately before the meeting check meeting rooms to insure that: a. room is clean, well-lighted, well-ventilated, etc.

b. there are sufficient chairs, tables, desks, etc.
c. that necessary equipment (audio-visuals, blackboard chalk, power cords, etc.) is in place and operable.

2. Welcome members and guests and guide them to meeting rooms.
3. Start meeting on time.
4. Introduce new members.
5. Stick to agenda.

Instruction Sheet VIC-C-(I4)

6. Make sure minutes are kept.
7. End meeting on time.
8. As soon after meeting as possible, take action to:
   a. have minutes and any other required records/reports prepared and distributed.
   b. follow-up on members requests for information, assistance, etc.

D. Set Leadership Example for Committee

1. The committee chairperson is the key to a smoothly functioning committee.
2. The school representative (teacher or administrator) may or may not be committee chairperson.

Transparency VIC-C-(T2)

3. In those instances where the school representative is not the committee chairperson, he/she can still set an example of leadership by practicing the following rules:
   a. be interested and sincere
   b. be a good listener
   c. be fair (impartial)
   d. be courteous (tactful)
   e. be patient
   f. keep goals in mind
   g. be poised
   h. be businesslike

E. Evaluating Committee Performance

1. All advisory committees should be evaluated for effectiveness.
2. Evaluating committee effectiveness is a funtion of both the committee and the school administrator. However, the administrator or school representative will have to take the lead in evaluating committee effectiveness.

Transparency VIC-C-(T3)

3. Some effectiveness indicators for evaluating committee performance:

a. speaking to civic groups about the school program.
b. promoting the program through the media.
c. identifying community resources.
d. solicitng equipment donations.
e. suggesting program/curriculum improvements.
f. suggesting equipment and faculty improvements.
g. recruiting students.
h. recommending co-op work stations for students.
i. assisting in job placement.
j. arranging field trips.
k. reviewing teacher applications.
l. participating in career day activities.

F. Rewarding Advisory Committee Members

1. Remember members of advisory committees are busy people who are volunteering their time and talents to furthering the goals of vocational education.
2. Like all volunteers, advisory committee members must have incentives to be motivated to service.
3. One of the best ways to keep committee members motivated is to let them know their service is appreciated - Reward them for a job well done.

Transparency VIC-C-(T4)

4. Some suggested ways of rewarding individual committee members are:
   a. have the chief school administrator attend a committee meeting and tell members that their efforts are appreciated
   b. release news stories about the appointment of committee members or other significant committee efforts
   c. publish names of committee members in school handbooks, newpapers, catalogs, etc.
   d. send letters or certificates of appreciation to members
   e. send letters to committee members' superior
   f. invite members to attend school functions

g. invite members to State Advisory Council meetings, seminars, workshops, etc. that might be of interest to them
h. provide passes to athletic contests and other school events
i. provide parking privileges on campus
j. put a name plate on equipment donated by a member
k. invite members to serve as a guest lecturer
l. have an annual luncheon, picnic, banquet for members

G. Some Do's and Don'ts in Working with Advisory Committees

Transparency VIC-C-(T5)

1. DO:

a. select members who have the competence, time, and proper motivation to serve effectively
b. orient new members on the purpose, objectives, functions, scope, and procedures
c. set realistic committee goals and objectives
d. provide committee members with the information they need to function
e. provide committee members with adequate leadership
f. follow-up and act on committee recommendations
g. reward members for their performance

Transparency VIC-C-(T6)

2. DON'T

a. schedule any more meetings than are necessary
b. attempt to use a committee as a "rubber stamp"
c. expect a committee to solve an unsolvable problem
d. ask a committee to solve administrative problems or problems which decisions have already been made about
e. criticize committee members, administrators or other teachers in the presence of committee members
f. betray the confidence of a committee member

III. APPLICATION

Steps II and III are combined:

IV. EVALUATION (Varification of students' comprehension of material presented)

Students evaluated on the basis of written evaluation instrument VIC-C-(E.I.)

V. SUMMARY

Today's rapidly changing technology and ever-increasing community pressure for quality vocational education programs dictate that vocational educators not only be concerned with many things, but make maximum use of their valuable time. The successful vocational educator, like the "Wisest Owl", (show VIC-C-T7) will be the one who realizes that he or she doesn't know everything and learn to rely on advisory committees for knowledge and expertise in the many areas of concern. In addition to providing the required knowledge and expertise, advisory committees provide a means of keeping a feel of the public pulse (show VI-C-T8) and obtaining the feedback (show VI-C-T9) necessary to maintaining a balanced vocational education program (show VI-C-T10).

PHASES OF A TYPICAL PROGRAM OF WORK

AWARENESS PHASE - committee becomes aware of its purpose and direction.

IDENTIFICATION PHASE - identifies goals and problem areas.

ASSESSMENT PHASE - assesses need of community and school.

PRIORITIES PHASE - establish priorities for meeting needs – solving problems .

PROGRAM OF WORK PHASE - structures committee efforts with respect to time, resources, activities, scope, purpose, etc.

REPORT PHASE - summarizes activity, makes recommendations

QUALITIES OF A GOOD LEADER

.BE INTERESTED AND SINCERE

.BE A GOOD LISTENER

.BE FAIR (IMPARTIAL)

.BE COURTEOUS (TACTFUL)

.BE PATIENT

. KEEP GOALS IN MIND

.BE POISED

EFFECTIVENESS INDICATORS FOR EVALUATING ADVISORY COMMITTEE PERFORMANCE

1. SPEAKING TO CIVIC GROUPS ABOUT THE SCHOOL PROGRAM
2. PROMOTING THE PROGRAM THROUGH THE MEDIA
3. IDENTIFYING COMMUNITY RESOURCES
4. SOLICITING EQUIPMENT DONATIONS
5. SUGGESTING PROGRAM/CURRICULUM IMPROVEMENTS
6. SUGGESTING EQUIPMENT AND FACULTY IMPROVEMENTS
7. RECRUITING STUDENTS
8. RECOMMENDING CO-OP WORK STATIONS FOR STUDENTS
9. ASSISTING IN JOB PLACEMENT
10. ARRANGING FIELD TRIPS
11. REVIEWING TEACHER APPLICATIONS
12. PARTICIPATING IN CAREER DAY ACTIVITIES

REWARDING ADVISORY COMMITTEE MEMBERS

1. HAVE THE CHIEF SCHOOL ADMINISTRATOR ATTEND A COMMITTEE MEETING AND TELL MEMBERS THAT THEIR EFFORTS ARE APPRECIATED
2. RELEASE NEWS STORIES ABOUT THE APPOINTMENT OF COMMITTEE MEMBERS OR OTHER SIGNIFICANT COMMITTEE EFFORTS
3. PUBLISH NAMES OF COMMITTEE MEMBERS IN SCHOOL HANDBOOKS, NEWSPAPERS, CATALOGS, ETC.
4. SEND LETTERS OR CERTIFICATES OF APPRECIATION TO MEMBERS
5. SEND LETTERS TO COMMITTEE MEMBERS' SUPERIOR
6. INVITE MEMBERS TO ATTEND SCHOOL FUNCTIONS
7. INVITE MEMBERS TO STATE ADVISORY COUNCIL MEETINGS, SEMINARS, WORKSHOPS, ETC. THAT MIGHT BE OF INTEREST TO THEM
8. PROVIDE PASSES TO ATHLETIC CONTESTS AND OTHER SCHOOL EVENTS
9. PROVIDE PARKING PRIVILEGES ON CAMPUS
10. PUT A NAME PLATE ON EQUIPMENT DONATED BY A MEMBER
11. INVITE MEMBERS TO SERVE AS A GUEST LECTURER
12. HAVE AN ANNUAL LUNCHEON, PICNIC, OR BANQUET FOR MEMBERS

DO

1. SELECT MEMBERS WHO HAVE THE COMPETENCE, TIME, AND PROPER MOTIVATION TO SERVE EFFECTIVELY

2. ORIENT NEW MEMBERS ON THE PURPOSE, OBJECTIVES, FUNCTIONS, SCOPE, AND PROCEDURES

3. SET REALISTIC COMMITTEE GOALS AND OBJECTIVES

4. PROVIDE COMMITTEE MEMBERS WITH THE INFORMATION THEY NEED TO FUNCTION

5. PROVIDE COMMITTEE MEMBERS WITH ADEQUATE LEADERSHIP

6. FOLLOW-UP AND ACT ON COMMITTEE RECOMMENDATIONS

7. REWARD MEMBERS FOR THEIR PERFORMANCE

DON'T

1. SCHEDULE ANY MORE MEETINGS THAN ARE NECESSARY

2. ATTEMPT TO USE A COMMITTEE AS A "RUBBER STAMP"

3. EXPECT A COMMITTEE TO SOLVE AN UNSOLVABLE PROBLEM

4. ASK A COMMITTEE TO SOLVE ADMINISTRATIVE PROBLEMS OR PROBLEMS ON WHICH DECISIONS HAVE ALREADY BEEN MADE

5. CRITIZE COMMITTEE MEMBERS, ADMINISTRATORS, OR OTHER TEACHERS IN THE PRESENCE OF COMMITTEE MEMBERS

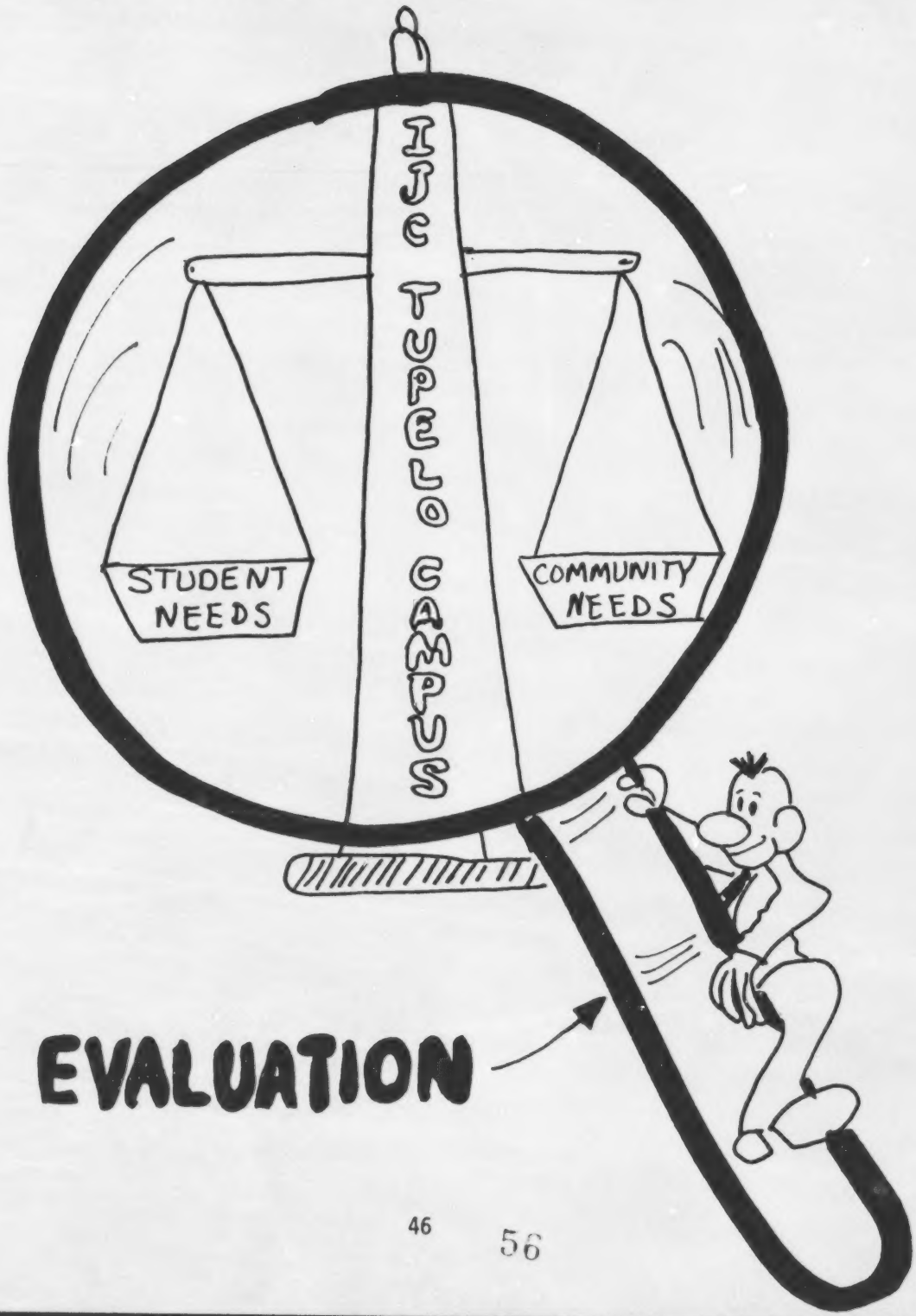
6. BETRAY THE CONFIDENCE OF A COMMITTEE MEMBER

THE WISEST OWL IS THE ONE WHO KNOWS
THAT HE DOESN'T KNOW EVERYTHING.

FEELING THE PUBLIC PULSE

FEEDBACK

BALANCED PROGRAM



PROGRAM OF WORK

GENERAL VOCATIONAL EDUCATION ADVISORY COUNCIL

19XX SCHOOL YEAR

OBJECTIVES	ACTIVITIES	RESPONSIBILITY	DATES	REMARKS
1. The committee will be organized to function.	a. Develop operating rules, statements of purpose, by-laws, etc.	Entire Committee	Sept.	During this phase, the Vocational Director will assume a leadership role and assist the committee in organizing.
	b. Elect officers	Entire Committee	Sept.	
2. Committee members will become familiar with goals and objectives of the vocational program.	a. Brief members on program goals and objectives.	Vocational Director	Sept.-Nov.	
	b. Tour facilities	Vocational Director	Sept.	
	c. Review vocational program components such as: curriculum, classroom/laboratory instruction, youth activities, adult education, professional development of teachers, counseling, placement and follow-up, etc.	Individual Members	Sept.-Nov.	Necessary information must be provided to members by Director or other vocational center staff.

OBJECTIVES	ACTIVITIES	RESPONSIBILITY	DATES	REMARKS
3. The committee will assess community needs so as to provide a basis for developing short- and long-range program goals.	a. Form sub-committees.	Committee Chairperson	Nov.	
	b. Review (1) employment trends (2) manpower needs (3) occupational opportunities (4) anticipated technological changes	Appropriate Sub-Committee	Nov-Dec	Staff assistance and logistic support.
	c. Prepare a statement of short- and long-range program goals.	Committee Chairperson	Jan.	
4. The committee will identify areas of concern bearing on program goals accomplishment.	a. Identify existing problems which affect goal accomplishment.	Appropriate Sub-Committee	Jan-May	The appropriate teacher(s) must assist in identifying existing problems.
	b. Identify potential problems relative to curriculum changes, tools and equipment, facilities' modifications, student recruitment, etc.	Appropriate Sub-Committee	Jan-May	
	c. Make recommendations relative to priorities and possible solutions to potential problems.	Committee Chairperson	May-June	

OBJECTIVES	ACTIVITIES	RESPONSIBILITY	DATES	REMARKS
5. The committee will prepare and submit to the school board an annual report of activities and accomplishments.	a. Describe major activities and accomplishments of the committee and the program.	Committee Chairperson	May-June	
	b. Make recommendations for improvement of both the committee and the program.	Committee Chairperson	May-June	

AGENDA FOR FIRST MEETING

OF

THE GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE

DEERFIELD COUNTY VOCATIONAL-TECHNICAL CENTER

Thursday, September 10, 1981

7:00 p.m.	Social hour Refreshments by food service students.	
7:30 p.m.	Meeting Called To Order	Center Director
	Introduction of committee members, officials & teachers	Center Director
7:40 p.m.	Welcome	President of School Board
7:45 p.m.	Importance of the Advisory Committee, its purpose and functions	County Superintendent of Education
8:00 p.m.	Overview of Vocational Education Program	Center Director
8:30 p.m.	Election of Officers	
8:45 p.m.	Appointment of By-Laws Committee	Chairperson
8:50 p.m.	Plan Agenda for Next Meeting: adoption of by-laws plan program of work time, date, and place of next meeting	Chairperson
9:00 p.m.	Call for Adjournment	
9:00-9:30 p.m.	Conducted Tours of Center by Vocational Students	

AGENDA

Automotive Repair Craft Advisory Committee Meeting
Choctaw Ridge Area Vocational Center
Thursday, March 25, 19XX

7:00 p.m.	Meeting Called To Order	Chairperson
	Minutes of Last Meeting	Secretary
	Report of Sub-Committee on Tools and Equipment	Fender Sub-Committee Chairperson
	Discussion of Report and Recommendations	
	Report of Sub-Committee on Safety	Current Sub-Committee Chairperson
	Discussion of Report and Recommendations	
	Report on VICA Competition	Sparkplug Instructor
	Other Business	
9:00 p.m.	Adjournment	

MINUTES OF

AUTOMOBILE MECHANICS

OCCUPATIONAL ADVISORY COMMITTEE MEETING

MARCH 25, 19XX

CHOCTAW RIDGE AREA VOCATIONAL CENTER

Members Present:

G.M. Carr
D.C. Current
T.W. Fender
B.D. Axelrod
H.P. Speed
J.R. Wheeler

Members Absent:

H.W. Goforth

Others Present:

Joe Sparkplug (auto mechanics instructor)

Chairperson Carr opened the meeting at 7 p.m., and called for reading of the minutes of the previous meeting. The minutes were read and adopted without change.

Mr. Fender, chairperson of the sub-committee on Tools and Equipment, reported that the sub-committee had studied the list of needed tools and equipment submitted at the last meeting by the instructor and recommended that all items except the Super Powerman tire changer be approved. Mr. Fender stated that the reasons for recommending that the tire changer not be approved were: the manual changer in use was adequate to teach students the procedures for changing a tire, that few garages in the area had such a tire changer, and that the Super Powerman tire changer was expensive. After a brief discussion, the committee approved the tool and equipment list minus the tire changer.

Mr. Current, chairperson of the Safety sub-committee, reported that members of the sub-committee had inspected the automotive repair shop on March 2nd while class was in session. With the exception of finding a fire extinguisher which needed to be recharged and some spilled oil on the floor near the lubrication station, safety procedures, practices, and equipment were considered to be in good order.

Mr. Sparkplug, the instructor, reported that the VICA troubleshooting team had won first place at the district competition which was held on March 10, and was preparing for the state competition which will be held during the first week of April. Mr. Carr asked Mr. Sparkplug to extend the committee's congratulations to the team and suggested that a news story about the team winning first place be put in the newspaper.

During a general discussion of new business, Mr. Speed stated that K cars and diesel automobiles were becoming common and that he believed that units of instruction on K cars and diesel automobiles ought to be put into the curriculum beginning next school year. After considerable discussion, Mr. Carr appointed a sub-committee consisting of Mr. Speed, Mr. Wheeler, and Mr. Sparkplug to study the feasibility of putting units on K cars and diesel automobiles in the curriculum and report their recommendations to the full committee during the May meeting.

The committee adjourned at 8:45 p.m. to meet again on May 15, 19XX.

Respectfully submitted,

Joe Sparkplug, Secretary

TEST

Place a circle around the T opposite the question if the question is true. Place a circle around the F opposite the question if the question is false.

T F 1. Vocational education advisory committees (councils) are required by federal law or regulation.

T F 2. There are two basic types of committees: general advisory and craft (occupational) advisory.

T F 3. General advisory committees formulate administrative policy for a school district.

T F 4. A classroom teacher would normally work with a craft (occupational) advisory committee than with a general advisory committee.

T F 5. Members of a craft (occupational) committee are appointed by the classroom teacher of the particular occupation the committee represents.

T F 6. Rules and regulations defining the objectives, functions, operating procedures, etc., of an advisory are written by the Federal Government or the State Division of Vocational-Technical Education.

T F 7. Any advisory committee should be broadly representative of the community or occupation it represents.

T F 8. Since committee members are volunteers who serve without pay, it is not necessary to keep minutes of committee meetings.

T F 9. Planning committee meetings is a responsibility of the committee chairperson.

T F 10. Since most committee members have such a high sense of civic responsibility that they are rewarded by merely having the opportunity to serve, they need no further reward.

THE CARE AND FEEDING OF ADVISORY COMMITTEES

by

William M. Jaggers
Director, Vocational & Technical Education Center
Tupelo, Mississippi

You've all heard the phrase, "To be or not to be, that is the question"; but let's change that around. "To use advisory committees or not to use advisory committees, there is no question." All of you are concerned with the progress of vocational education in Mississippi, but do you care enough to promote a justifiable program? From the time most of us entered industrial education till the time we went to work as coordinators, or instructors, we heard that advisory committees are the only way to operate a vocational education program. But many of us have entered our jobs without thoughts of advisory committees. We say we don't have time. I didn't use mine, and some of you still don't.

<u>If you are not using advisory committees in connection with a vocational education program, you have no right to claim it as a bonafide, reimbursable, justifiable program.</u>

Can you as a professional educator say that you have as much knowledge as a committee of six or seven experts from a specific area? If you do, the only person you are fooling is yourself.

How many of you have seen a vocational program set up by a school superintendent or by a vocational educator alone? This is what is wrong with so many programs in our state. We have failed to justify programs by needs, curriculum, and instructor.

"To be most effective, trade and industrial education need the support of community, industries, and the good public relations a strong advisory committee can create."[1]

Where but with an advisory committee can you get the latest, expert advice free? It may not be the best educational advice, but it is sound and backed by experience.

Where else can you get the public relations outlet that can be so vital? If an advisory committee assists you in setting up a program, it would be hard to make it fail. When a person is identified with something, he will do everything possible to make it succeed.

Who outside the school system can feel the pulse of the public better than a wisely selected advisory committee? Problems can be solved before they are snowballed to any size.

It is also very important in the location of trained, qualified instructors. In a vast, expanding vocational program over our state, every present instructor is a very valuable person. Many programs will have to depend upon the assistance of advisory committees. Many qualified, experienced men are now about to leave industry because of age, pressure, and demand.

In a complex system of organization, it is necessary to have multi-leveled committees. It is therefore important that an overall General Steering Committee be selected. This committee advises school officials

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[1]Sam W. King, "Need of Advisory Service", Organization and Effective Use of Advisory Committees. United States Government Printing Office: Washington, 1961. p. 3.

concerning the relative emphasis that should be given to the various types of vocational programs. During the early stages of program planning, the committee may provide valuable service in helping to gain public support, to determine need for training, and to plan school curriculum. Its activities are largely promotional and strive to create a desirable relationship with the public. It deals with the school as a whole.

The representation on such a committee is very broad. It should cover all parts of community life - management, labor, professionals, and a representative of the public employment service, and other persons of interest.

I want to stress the importance of the public employment representative - in Mississippi, the Employment Security Commission. If you are fortunate enough to have a person that is as aware of the public as we have in our area, you are very fortunate. The manager of the Tupelo office can give you any information on the labor market trends - past, present, and future. This is a vital asset in projecting the employment needs in a ten-year projection of our Center. These people, the Employment Service, have the budget set according to the work they do in placing or referring applicants to possible jobs.

The General Advisory or Steering Committee should be composed of eight to ten persons. Be careful if you get committees of larger size; they can become unwieldly to handle.

As with all advisory committees, it must be remembered that these members are important persons in the community and are usually limited

on time. For the sake of a smooth meeting and time, an agenda should be planned in advance. It is customary for the school representative to serve as a secretary to the committee. He sets up the meetings, prepares the agenda, keeps minutes and committee reports. It is good to have a copy of the agenda for every person.

The school representative, in preparing for the meeting, should notify the members well in advance by letter and with a telephone call the day before the meeting. The telephone call is the personal touch important in working with volunteers.

The committee chairman is the main cog in the wheel of committee work. It is wise to allow the officials to appoint the chairman. He must be vitally concerned with the school problems and have the desire to assist in the correction of those problems. He must be a leader, but have the ability to listen and reason on an intelligent level. Be careful of the over-eager leader; he will lead the program by the wrong end.

Every General or Steering Committee must have regularly scheduled meetings. This will keep the members well aware of the progress of the total program. I would suggest no less than twelve meetings a year with the General or Steering Committees. The Craft Committees meet as often as is required, which may be very often in the beginning of a program. Regular meetings will give regular review to the program. The school representative may present the facts and figures on enrollment and the number of courses in operation.

The Craft Committees are so important that all this time could be spent on their operation. A properly functioning Craft Advisory Committee can give your specific trade area an identity all its own. It will be molded to suit the needs of the local labor market.

It assists in establishing general policy for the program and advises the school on:

1. Qualifications of teachers
2. Shop layout and type of equipment in instruction
3. Instructional aids and materials
4. Type of projects and outside work
5. Standards for certifications
6. Counseling and guidance in selection of student
7. Placement.

This committee can assist in:

1. Trade surveys
2. Course planning
3. Student selections
4. Recruitment of teachers
5. Evaluation.

I suppose it is possible to be "advisory committee poor", this may be true, but they are needed. For example, a Finance Committee can help provide direct and indirect financial support to your program. It may secure donation of equipment, tools, and materials. Many members' companies have instructional aids - movies, charts, books, slides, products, and often aid to persons in programs such as tuition and fees being paid by companies.

The greatest assistance I have received from our committees is a constant evaluation of policy, procedure, curriculum, instructor, and myself. You will find that good committee members will not be afraid to say what they think of a program's operation. You may not like this, but it is the best outside look at your work you will get to your face.

Remember: You are working with people who are not paid to serve. Select them carefully; they must be supportive of the program, be able to relate ideas, be dependable, and have a sincere desire to be of service. It may take a little work, but get background information on prospective members - their experience, training, and desires - to see if they meet your requirements.

One of the biggest failures of committee and organizational work is lack of communications to all concerned. We find this true in every field - race relations, personal friendships, and business. Keep committee members informed at all times.

In 1959, Dr. James B. Conant, in his book, The American High School Today, stressed the ideal of giving everyone who wants it a vocational goal. He also says for stronger programs, we need to use advisory committees.

Now is the time for each one of us to evaluate our own program in terms of:

1. Do we have advisory committees?
2. Do these advisory committees function?
3. Do we use the advice of advisory committees?
4. Do our advisory committees see results and visit the program?

These are questions for you to answer in your own mind.

But as we approach a time when vocational education moves forward, will we move forward with it or will we stay out behind the building with our poorly equipped and operated vocational programs? If we use these committees to the most effective ends, the results of a total vocational program will become known.

I have learned to use advisory committees without a second thought. If you don't use them, I don't see how you hold your job; or maybe you

have the superintendent and board fooled. Some may say that a committee runs a program; if it is working, its advice is being used. Again, <u>if you are not using advisory committees, you cannot claim to operate a bonafide, reimbursable, justifiable program</u>.